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ABSTRACT

In January 1969, the National Conference of Christians and Jews developed four programs which were designed to help make it possible for a number of Junior and Senior High School age youths, who were handicapped by both racial and economic isolation, to begin to move into the mainstream of community and school life: Student and Administrator, Police-Youth, Socio-drama, and Career Exposure. The programs were based on the assumption that economic and racial isolation among youths adversely affected their motivation, school attendance, civic and community responsibilities, and, especially, their concept of self. Therefore, the programs had two purposes: (1) to more effectively bridge the gap between youths who are behaviorally disordered by reason of racial and/or economic isolation and youths in the Metropolitan Washington area who do not suffer from these handicaps; and, (2) to further the understanding of the problems faced by disadvantaged youths by other youths, adults, and by those institutions that have a responsibility to serve youth effectively. The overall project is guided by an Advisory Committee, which is composed of Junior and Senior High School age youths, community leaders, educators, manpower specialists, and policemen. (Author/JM)

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FINAL REPORT:

"INTO THE MAINSTREAM: BRIDGING THE GAP BETWEEN DISADVANTAGED YOUTH AND OTHER YOUTH IN THE METROPOLITAN WASHINGTON AREA"

Number 12-P-55082/3-02

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INTRODUCTION

I. Background Information

A. In January, 1969, the National Conference of Christians and Jews developed four programs which were designed to help make it possible for a number of Junior and Senior High School age youths who were handicapped by both racial and economic isolation to begin to move into the mainstrean of community and school life.

B. Problem - The programs which were developed were based on the assumption that economic and racial isolation among youths adversely affected their motivation, school attendance and civic and community responsibilities. And more importantly, wspecially among disadvantaged minority youths, economic and racial isolation has a negative impact on their comcept of self.

C. Purpose - Therefore, the programs had tow purposes : 1) to more effectively bridge the gap between youths who are behaviorally disordered by reason of racial and/or economic isolation, and youths in the Metropolitan Washington area who do not suffer from these handicaps. 2) To further the understanding of the problems faced by disadvantaged youths by other youths, adults, by those institutions that have a responsibility to serve youth effectively.

D. Setting - Two of the four programs (student leaders and administrators and socio-drama, DIG-IT performers) were conducted on a Metropolitan wide basis, and two (Police-Youth and Career Exposure) were conducted in the District of Columbia.

II. Methodology

A. The overall project is guided by an Advisory Committee, which is composed of Junior and Senior High School age youths, community leaders, educators, manpower specialists, and policemen.

Each of the four programs was directed by a planning committee, composed of youths and adults who have interest and expertise in that specific program area. These committees met regularly to evaluate, discuss, and plan activities which were consistent with the purposes of the overall project.

B. After careful study and planning, to be certain that we were not duplicating existing programs and that our programs were unique and meaningful, the following programs were developed to bridge the gap for those involved and to affect the direction of youth services and programs, of other institutions and agencies.

STUDENT - ADMINISTRATORS PROGRAM

Bearing in mind the increase in both activism and dissent among Junior and Senior High School students, and the number of disruptive incidents that had occurred in many of the public schools in the Metropolitan Washington area, in the Spring of 1969, we met individually with all six of the public school superintendents and assistant superintendents to discuss with them the causes of the disruptive activities. Moreover, we met with students, parents, and community leaders in an attempt to ascertain information relative to the students' concerns and frustrations. We made every effort to meet with both elected and "natural" student leaders.

During the summer of 1969, a Metropolitan wide student survey* was conducted to identify areas of student concerns. Seventy-seven (77) high school students from twenty-five (25) schools in Prince George's, Arlington, Fairfax, and Montgomery Counties, the city of Alexandria, and the District of Columbia were surveyed.

The results of this problem census were presented at a meeting in September, 1969, which was attended by all six Metropolitan area public school superintendents, who concurred with the findings of the survey. The superintendents agreed that a series of seminars should be conducted, which would bring together students and administrators, in order that they might begin to deal with many of the problems in the survey findings.

Each superintendent designated an administrator who would serve together with students on a planning committee which would be responsible for developing specific plans for the series of seminars.

Students serving on the planning committee were selected by the National Conference of Christians and Jews from among both elected and natural leaders, including drop outs, representing the six public school systems in this metropolitan area.

The first of a series of planning meetings was held in October, 1969. At this meeting it was decided that the seminars should focus on the "Direct Participation of Students in Police Making Decisions." The first seminar was held on December 15-16, 1969, at the University of Maryland, and the second seminar was held March 18-20, 1970, at Harper's Ferry, West Virginia.

Each of the six school systems was responsible for selecting a representative team which would include students, teachers, principals, administrators, board members and community leaders. A total of two hundred and sixty persons participated in the two seminars.

* Results of survey will be found on page 21 of this report.

Most of the seminar time was spent as "back home teams" discussing and working on problems unique to their school systems. This provided for maximum participation and it gave the participants more time to develop "back home" action plans. For example, the Fairfax County team developed and presented to the School Board a plan for the formation of a County-wide student Advisory Council. The Council was designed to give students an opportunity to be heard by both the school administrators and the Board, and to become involved in school policy making. Each of the county's four area school administrations would have an elected Student Advisory Council. Moreover, each area student Advisory Council would elect one student to serve on the County-wide Advisory Council.

This plan was unanimously approved by the Fairfax County School Board on March 5, 1970.

The Prince George's County team developed plans for a County-wide conference which was designed to bring together students, teachers, principals and counselors representing all junior and senior high schools in the county. The purposes of the conference were: "to explore student concerns, to gain information, to share ideas and to communicate results to the Board of Education."

The plan was approved by the Superintendent of Schools and the Board of Education, The conference was held, May 5, 1970, at Bowie Senior High School, Bowie, Maryland.

The team from Alexandria, Virginia concentrated on reorganizing their Student Council Association (SCA's) and on developing a system-wide SCA which would give student representatives an opportunity to participate in policy making at the Board of Education level.

The plan for reorganizing the SCA's was approved by students and school officials and was immediately implemented.

Moreover, students working closely with school officials developed a school-wide "SCA Charter". The purposes of the Charter are: 1) to give students a voice on the School Board, 2) to provide a common channel for all student groups wishing to be heard, and 3) to involve and represent students in school affairs and decisions.

The above mentioned "Action Plans" which were developed at the "Student Administrators Seminars" did much to alleviate many problems which could have given rise to very serious student administrators confrontations similar to those that were occurring across the country.

It became clear to all involved that we had made tremendous inroads, especially as it relates to students and administrators sitting down, for

the first time, in meaningful discussions relative to the kind of contribution students could make in shaping those decisions which affect them. However, it was also clear to us that much more had to be done in further developing mechanisms, and developing support for this level of student participation in the decision-making process. Bearing these factors in mind, the third seminar was held November 9-11, 1970, at Harper's Ferry, West Virginia. This seminar focused on "Rights and Responsibilities."

Most of the seminar time was spent developing methods and means of implementing newly developed "action plans." For example, the team from Fairfax County had been working since the March, 1970 seminar on a "Student Responsibility and Rights" document; the Alexandria team was in the beginning stages of developing a "Student Bill of Rights" proposal; and the Prince George's County team was putting together a county-wide Superintendent's Student Advisory Committee.

The seriousness and level of commitment that was demonstrated by both students and administrators at all of the seminars is manifested in the follow-through which has taken place back in each school district following each seminar, and more important, the impact that these seminars have had on the participating school systems.

In our opinion, major and meaningful accomplishments have been made in all of the six metropolitan area public school systems. In fact, some of the accomplishments have been outstanding, for example: 1) On August 3, 1971, the Fairfax County School Board approved a comprehensive policy on "Student Responsibilities and Rights for Secondary and Intermediate School Students." 2) On March 5, 1971, the Fairfax County School Board approved the county-wide Student Advisory Council. Since its inception, the Council has developed: 1) a student complaint procedure, through which all students may seek redress to their grievances; 2) Human Relations Councils, which are currently being organized in most secondary schools; and 3) a Superintendent's press conference, at which editors of school newspapers meet every two months with the Superintendent.

The Alexandria School Board, in March, 1971, approved the "Student Bill of Rights and Responsibilities," which includes some major area of student concern. For example, it provides a 1) mechanism for student input in curriculum planning and appraisal. 2) It gives students the right to see their records, and it provides a procedure to protect confidential information about students. 3) It gives each student government the authority to establish a procedure through which student grievances may be processed, it also provides for an appeal procedure. 4) Under Free Speech, the bill makes it clear that "all facts, sides, and opinions shall be presented on controversial subjects covered in school courses and instruction."

In Prince George's County, the Superintendent's Student Advisory

Council has become operational. The purpose of the SSAC is to bring together students, teachers, administrators, parents, and the superintendent to discuss new ideas, programs and provide students with an opportunity to express their own views on a wide range of student concerns. At least half of the SSAC representatives must be unaffiliated with the student government of their schools, thus making it possible for other ignored points of view of the "alienated" students to be heard. They then become involved in those areas where decisions affecting their schools are made.

The most dramatic accomplishment, and the one that has had national implications and has recieved national publicity was the January, 1972, decision of the Fairfax County Board of Supervisors to appoint a high school student to the Fairfax County School Board. The Board of Supervisors appointed Mr. Paul Freemann after he had been elected by representatives of the Student Advisory Council, who conducted a convention for the express purpose of electing a student who would be appointed to the School Board. As far as we know, this student is the first student Board member in the country who has all of the rights of the adult members including full salary.

The impact of this series of seminars had a definite effect on all of the public school systems relative to students' involvement in the decision-making process. In addition, students from different cultural-racial and social environments were able to meet and to discuss differences and to develop a better understanding of each other.

POLICE - YOUTH

This program was mounted in the Deanwood-Kenilworth area of the Fourteenth District of the District of Columbia. Since the reorganization of the Police Department, it has become the Sixth District. This area was selected because: 1) it had the highest juvenile crime rate of all of the Police districts, 2) it had two-thirds of all of the public housing units in the city, 3) it had one of the highest unemployment rates among male youths and adults, and 4) it had very serious police-youth problems which were manifested by frequent violent confrontations between police and youths.

Police-Youth relations, and crimes committed by youth, represent two of the most serious problems facing the District of Columbia.

In view of these problems, we developed the Police-Youth program, which is designed to bring together policemen assigned to the Sixth Police District, firemen, and youths from the Deanwood-Kenilworth communities,

in an attempt to bridge the gap between these three groups by working together on projects of mutual interest.

Working closely with the Commander of the Sixth Police District, the principal, teachers, and students at Roper Junior High School, four major componemts were developed. They are:

1) Police-Firemen Visitations to classrooms

2) Police-Firemen-Youth Conferences

3) Police-Youth Council

4) Police-Youth Scout Car Patrol

Following his appointment as Chief of the Metropolitan Police Department in August, 1969, Jerry V. Wilson, stated that in his opinion, police-community relations is one of the most urgent problems facing the District of Columbia's Police Department. His opinion echoed earlier statements by the President's Commission on Law Enforcement and the Administration of Justice, in its report to the President, The Challenge of Crime in a Free Society:

> . . . "In city slums and ghettos, the very neighborhoods that need and want effective policing the most, . . . there is much distrust of the police, especially among the people the police most often deal with. It is common in these neighborhoods for citizens to fail to report crimes or refuse to cooperate in investigations." (Page 99)

Increasing crime, and police-community relations are closely related. Assistant Chief Lloyd G. Seely of New York City, speaking at the Rocky Mountain National Institute on Police-Community Relations, said that "probably the most important area of police-community relations is that dealing with youth. We need to develop communcations with this group as fast as we possibly can."

Bearing in mind these facts, the tensions that exist between policemen and youth, the the fact that in the District of Columbia approximately 69% of all serious crimes are committed by youths, 17 years of age or younger, we launched our Police-Youth Program in the summer of 1969.

After careful study, it was decided that the program would be based in the Fourteenth Precinct (now the Sixth District), concentrating on two communities, Deanwood and Kenilworth. These two communities are served by the Roper Junior High School.

Working under the direction of an Advisory Council comprised of youth, police and other adults, the Police-Youth program was designed not only to improve understanding between youths, policemen and firemen, but also to:

1) Help individuals to understand the root causes of problems which give rise to tensions and confrontations.

2) Affect change in order to improve those conditions which tend to heighten community frustration, and the feeling that no one is concerned.

3) Positively affect changes in policies and procedures of those public agencies which are responsible for the delivery of community services.

With these objectives in mind we attempted to bring together policemen assigned to the Sixth Police District (formerly the 14th Precinct), and youths from the Deanwood-Kenilworth communities, in an effort to bridge the gap between these two groups.

Our first attempt at bringing these two groups together was a series of "Rap" sessions, two of which were taped by WETA-TV (Channel 20) during the summer of 1969, and televised on four different occasions to viewers in the Metropolitan area. These sessions were very candid and honest discussions between policemen and youths. It was agreed upon by all, that these were useful sessions and that they should be expanded to include more youths and policemen.

The need for more opportunities for youths and policemen to come together to discuss mutual problems became even more clear following the unfortunate death of a student in one of the Junior High Schools. Immediately, policemen were assigned on a regular basis to all junior high schools in the District of Columbia. Many students and teachers viewed the assignment of policemen to their schools as being repressive. Policemen were not looked upon as being a friend of either students, who were subject to attacks by other students, or by many teachers, who were also subject to attacks by students.

This provided us with an opportunity to expand on the "rap" session idea, and to develop a more systematic way of bringing policemen and students together. After many meetings with policemen, teachers, the principal and students of Roper Junior High School, plans were developed as an integral part of the school curriculum, where policemen would come into classrooms to discuss specific topics based on students' interests and concerns. Some of the topics discussed were:

1) Police treatment of young people

2) How to deal with rumors.

3) The role of the police, especially as it relates to the black community.

4) Penalties for crimes such as robbery, and narcotics possession.

Students and teachers were given an opportunity to ask questions of the policemen or to state their own views about policemen or law enforcement. Forty-five (45) classroom discussions were conducted, and six hundred (600) students and twenty-five (25) teachers actively participated in the discussions.

This was the first time that the overwhelming majority of the students had ever been involved with policemen in a non-threatening situation. For the first time, policemen, students and teachers were able to share eachother's concerns and problems relative to their mutual hostilities.

In the Spring of 1970, a spirit of cooperation had begun to develop between policemen and students, and the number of serious incidents at Roper Junior High School decreased from eight (8) per week to three (3) per week.

In order not to lose this spirit of cooperation, it was decided that activities and programs should be developed which would provide policemen and youths an opportunity to come together during the summer vacation.

It was also clear that there were still very serious problems and attitudes between policemen and youths about each other that required further probing in depth. Accordingly, the first Police-Youth Conference was planned jointly by policemen and youths. The conference was held June 22-24, 1970, at Harper's Ferry, West Virginia.

With some financial assistance from the Sears-Roebuck Foundation, and the Metropolitan Police Department, twenty-eight (28) Roper Junior High School students (male and female) most of whom had had adverse contact with the police and many who had police records, seventeen (17) policemen, and two (2) policewomen, met at Harper's Ferry for the first time to attempt to deal with mutual problems and design programs of action which would begin to eliminate these problems.

At the conclusion of the Harper's Ferry Conference several major recommendations had been agreed upon by all of the participants.

Some of the recommendations were to:

1) Establish a Police-Youth Conference similar to Harper's Ferry on a regular basis.

2) Establish a Police-Youth Council

3) Continue the Police classroom visitations at Roper Junior High School.

4) Have youths ride in police scout cars on regular patrol duty.

5) Establish recreational programs for police and youth.

6) Conduct forums focused on community problems.

Following up on the Conference's recommendations:

A) On July 22, 1970, the Deanwood-Kenilworth Police-Youth Council was organized. The Council was designed to:

1) Serve as a clearing house for the full range of activities involving police, firemen and youths.

2) Resolve conflicts between police and youth living living in the Deanwood-Kenilworth communities.

3) Serve as the organized spokesman for youth living in the target area, on matters pertaining to policemen, firemen and youths.

4) Assist with Police in-service training in the Sixth District.

5) Work closely with the Police-Community Relations unit.

The Chairman of the Council is a youth and the Co-Chairman is a policeman. There are currently 150 active youths, policemen and firemen members on the Council. The Council meets monthly.

B) Working closely with the Police-Youth Advisory Committee, plans were made to expand the Police classroom visitations which would make it possible, during the course of the school year, for every student at Roper Junior High School to have an opportunity to discuss topics of interest with a policeman.

In order for the classroom visitation program to become more effective

and provide the optimum participation from both students and policemen, the Junior League of Washington was asked to provide funds for additional staff to coordinate the classroom component and volunteers who would serve as discussion facilitators.

In the summer of 1970, the Junior League of Washington agreed to partially fund and provide volunteers for two years. We were able to transform the classroom into a meaningful and viable discussion forum where policemen and youths could meet informally to discuss mutual problems on a regular basis. More important, policemen and youths began to develop an understanding of each other that otherwise would not have been possible.

Each classroom session is led by a Junior League volunteer who serves as the discussion leader. The classroom teacher becomes a participant in the discussion group. Students are prepared for each session in advance by their teacher, who announces when the officer will be in their class, and indicates to the students that the officer will make every effort to answer or react to any questions that they might have.

Every session is evaluated relative to student participation, interest and how well the policeman reacted to questions put to him. If a question is left unanswered, the discussion leader makes note of the question and the name of the student who asked the question. Within a few days the discussion leader reports back to the student with either an answer or an explanation. The discussion leader is always mindful of student or policemen who appear to have very negative attitudes towards each other. These students and officers are considered to be prime candidates for additional involvement in seminars and conferences.

Since the Spring of 1970, more than 2,400 students have participated in classroom discussions with different policemen who are assigned Monday through Friday to Roper Junior High as a regular part of their daily patrol tour.

In addition to the assigned policemen and firemen, lawyers and probation officers take part in classroom discussion on a rotating basis.

C) Additional opportunities are provided for students to have positive contacts through the Scout Car Program. Each day after school, between the hours of 4:00 p.m. and 7:00 p.m., students ride on regular patrol duty with a policeman.

Before going out on patrol, students are given an orientation by both a policeman and either a staff person, a member of the Police-Youth Council or Junior League volunteers. The orientation includes instruction on how to fill out the evaluation report, safety procedures, how to operate the two-way radio, use of the siren, and familiarization with police call signals.

D) Special Community Forums have been sponsored by the Police-Youth Council. These forums have focused on topics such as: Police-Youth Relations, Recreational and Educational opportunities for youths, and Housing conditions.

Representatives from those agencies responsible for providing these services have been present at these forums to discuss with youth and policemen what their agencies are doing relative to these concerns.

Moreover, on March 22, 1971, all of the candidates seeking to become the first elected non-voting delegate to Congress from the District of Columbia, met with the Council to discuss their views on the aforementioned topics.

Recently, on February 22nd and March 10, 1972, representatives for the Police-Youth Councils (East Capitol and Deanwood-Kenilworth) appeared before the District City Council and the Department of Recreation Board budget hearings.

E) Recreational activities have been developed which provide still another opportunity for policemen, firemen and youths to come together. These activities include: monthly swimming trips, regular basketball games, community dances and special field trips.

F) Since June, 1970, three additional Police-Youth Conferences have been made possible through additional financial assistance from the Sears-Roebuck Foundation and the Metropolitan Police Department.

At each Conference, a different group of youths and policemen have participated. Every effort has been made to involve those policemen and youths who, in our opinion, need this kind of experience. More than 90 youths and 40 policemen have taken part in these conferences.

In addition to the three day Conferences, one day workshops have been conducted which were designed to bring a larger group of youths, policemen, and firemen together.

Last spring, (1971) as a result of some very serious police-firemen-youth confrontations in the East Capitol area of the Sixth Police District, the Chief of Police, Jerry V. Wilson, asked NCCJ if it could give assistance to both the youth and police in a manner similar to the program in the Deanwood-Kenilworth communities. Specifically, NCCJ was asked to arrange and conduct meetings between police and youths in an attempt to resolve some of the tensions and confrontations.

Accordingly, a series of meetings were held between youths,

policemen and firemen. These meetings were designed to identify problems and the causes of the problems. Having developed an exhaustive list of problems, a one day conference was convened by NCCJ which brought together policemen, firemen and youths from the East Capitol and Deanwood-Kenilworth communities. The seriousness of this conference and the genuine desire to resolve the very serious problems facing both police and firemen, was demonstrated by the presence of the Chief of the Fire Department and the Deputy Chief of Police who is in charge of all patrolmen. Approximately 100 persons participated in the conference, including community workers, recreation specialists, and housing managers.

The participants broke up into small work groups and began to deal with the previously developed list of problems. At the conclusion of the conference, it was recommended by the group that:

1) During the summer months, weekly meetings between policemen, firemen and youths be conducted by NCCJ.

2) Recreational activities for teenagers be upgraded, and conducted in the evenings and weekends.

3) Community information sessions dealing with drugs, emergency fire and ambulance services and improved police-community relations be conducted.

4) Plans be developed for initiating a Police-Youth Program, similar to the one in the Deanwood-Kenilworth communities, in the Evans community which would become operational when school opened in the fall.

The East Capitol (Evans Junior High) Project was launched during the late summer of 1971. During the spring of 1971, NCCJ was approached by the Junior League of Washington relative to expanding the Police-Youth program to include an additional community within the District and a suburban community. After careful study by both NCCJ and the Junior League, it was decided that because of a history of Police-Community tensions, the City of Alexandria in Virginia would be selected as the suburban target community, and that because of a lack of funds the additional community within the District could not be undertaken at this time.

The NCCJ staff working closely with representatives from the Alexandria Police Department and the Public School System developed a proposed Police-Youth Program for submission for funding to the Junior League. The program was approved for funding by the Junior League with an effective date of August 1, 1971.

The program was designed originally to be based in the Parker-

Gray Junior High School attendence community; however, during the summer of 1971, the Superintendent of Schools in Alexandria announced that the School Board had decided to reorganize all of Alexandria's secondary schools in a comprehensive plan known as "The K-6-2-2" plan. Coupled with this announcement was the decision to reorganize the eighth grade Social Studies curriculum.

When the 6-2-2 plan became effective in September, 1971, it was decided by NCCJ, the Junior League, the Chief of Police and the Superintendent of Schools, that the Police-Youth program should be an integral part of the revised eighth grade Social Studies curriculum called the "Urban Condition." This meant that the three middle schools would be involved in at least the Police Classroom Visitation component of the Police-Youth program.

The Alexandria School officials, during the summer of 1971, revised the Social Studies curriculum and made provisions within the curriculum for the Police-Youth program to be featured prominently and dealt with as an integral part of the eighth graders' course requirement.

The revised eighth grade social studies curriculum, an essential aspect of the Alexandria Police-Youth program, was launched by school and police officials and the Alexandria City Manager in October, 1971.

This brought to three the number of Police-Youth programs, each of the programs having the following components: Scout Car, conferences, seminars, classroom visitation and special activities.

Thus, as a result of the original HEW grant, NCCJ has been able to expand a program which, in our opinion and in that of policemen and school officials, has national implications.

Foundations such as the Sears-Roebuck Foundation and the Junior League have provided both financial and leadership support and assistance to these three programs, which is an indication of the value and success of the Police-Youth program.

A film which describes the Police-Youth program and which was produced by the NCCJ staff, is available to groups.

Currently, there are more than 300 police, firemen and youths actively participating in the Police-Youth councils. More than 3,000 students have been exposed to the Police-Youth programs either through the classroom visitations, seminars, conferences, Scout Car, or the many speical activities, both black and white. Policemen, firemen and youths are included in both leadership and participating roles.

We feel that, while there is still much to do, the Police-Youth

program has done much to not only improve Police-Youth relations, but also has had an impact on those agencies and institutions which provide services to youths in both the District of Columbia and the City of Alexandria. Moreover, we feel that this program has had a very definite and obvious impact on the motivation, achievement and self concept of many youths who have been involved in this program. For example, as far as we know, not a single youth who has since become a regular participant in the Police-Youth program has been involved in any serious confrontations with the police or demonstrated anti-social behavior in school. They have become more concerned and involved in improving both themselves and their respective communities, and schools.

SOCIO-DRAMA - DIG-IT PERFORMERS

In the Washington Metropolitan area, racial and economic factors have isolated a substantial part of the population. This has contributed to an atmosphere of hostility and frustration. Because of this isolation, a high proportion of the population is not even vaguely aware of what it is like to be poor, black and young.

Therefore, the Socio-Drama program is designed to provide a forum whereby students, using dramatic techniques, are able to present and discuss with an audience, social problems bearing on economic and racial isolation, bridge the communications gap, build self confidence and racial and ethnic pride.

Skits are conceived and performed by junior and senior high school age students before groups, which, in our opinion, need the kind of insight these student presentations provide. Presentations are followed by a discussion period in which persons in the audience may ask questions or state an opposing point of view.

A new dimension has been added which provides the audience with an opportunity to become physically involved in the improvisational process, in an attempt to heighten their appreciation for this technique of considering human relations problems with a new consciousness.

Some of the topics that are dealt with in these skits are:

1) Racial and housing discrimination.
2) Equal opportunities in employment.
3) Home Rule for the District of Columbia.
4) Educational opportunities for blacks in the District of Columbia.
5) Venereal disease and drug use among youth.
6) Black awareness.
7) Racial and economic isolation.
8) School desegregation.

In the summer of 1969, with some assistance from the Mayor's office,

and the United Planning Organization, twenty-five (25) junior and senior high school students were organized and paid $1.60 an hour to work as actresses, actors and writers in a dramatic program called the "DIG-IT" performers. "DIG-IT" stands for "Dramatic Interpretation of the Ghetto through Improvisational Theatre." Since that time, Neighborhood Youth Corps slots have been provided by the Catholic Archdioceses, the Health and Welfare Council, the YMCA, and the Prince George's County Mental Health Association.

Since the summer of 1969, the group has toured the Metropolitan Washington area appearing before hundreds of groups and organizations. Audiences have included: Suburban churches, youth and young adult groups, members of the Washington Social Hygiene Society, PTA, Civic Associations, junior and senior high school assemblies, VISTA Trainees, National Park Service employees, and a group of students, all white, from Iowa who had read about "DIG-IT" in an April 27, 1970 issue of Newsweek Magazine.

"DIG-IT" has been featured on four of the local television stations and was the subject of an in depth story on the WRC-TV "Perspective" on April 4, 1970, and a re-run on the same program in August, 1970. The WTOP-TV program "Harambee" carried the group in August, 1969. Each of these programs was a half hour in length, and the "Perspective" program was on the air during prime time.

Because of the publicity given the group on the four major local TV stations, and the three local newspapers, they have received more requests than they can serve. We have received requests from groups as far away as New York, California and Iowa. Meeting with Iowa farm students, who are brought to Washington each year by the Iowa Association of Electric Cooperatives, is becoming an annual event. They met for the first time with the Iowa students in the summer of 1970, again in the summer of 1971, and will meet again on June 16, 1972.

The group has reached several hundred thousand persons in the Metropolitan Washington area through television, and personal appearances. They have also travelled to Rhode Island to perform at the University of Rhode Island in May, 1971, and they have performed at the White House Conference on Children last fall (1971).

The primary purpose of the group is to act out its message, by creating an awareness of specific human relations problems and ways to look for solutions thereby bridging a communications gap which may exist between the races, or between teenagers and adults. More important, however, the fact is that being in the group not only has developed greater self confidence and pride in the participants but also has made them

more aware of the problems of their communities and encouraged them to become actively involved in social programs.

CAREER EXPOSURE

Most black high school age youths in the District of Columbia consider their opportunities to obtain a good job with chances for advancement as minimal. In our opinion, this adversely affects motivation, and the assumption of family and community responsibilities.

Further compounding this problem is the fact that the District of Columbia Public School system is facing at least three major problems with reference to preparing students for the world of work. They are:

1) Each year about one thousand students cannot attend vocational high schools because of attendance limitations.

2) Although there are several programs and individual efforts to secure jobs for high school students, there is no systematic effort to integrate work programs with studies.

3) The dropout problem among high school students continues to be a very serious one. A high proportion of those who drop-out do so because they must find work. Unfortunately, most of them are unprepared for meaningful employment.

Bearing these problems in mind, we launched the Career Exposure Program, in cooperation with the D. C. Public School system, and the Metropolitan Washington Board of Trade.

The program was designed to attract those students who are contemplating dropping out of school, and those students who will immediately enter the world of work upon graduation from high school.

The purposes of the Career Exposure Program were to provide selected high school students with these opportunities:

1) Exposure to the world of work with meaningful work experience, and training that should improve their chances for accelerating upward within a business.

2) Provide a meaningful work-studies program designed to prepare students for the immediate entrance into the world of work and to provide them with a new outlook on life which frequently raises the level of academic efforts.

3) Provide businessmen with an opportunity to become more aware of the problems of inner-city students and their community. Hopefully, this experience would have some related impact on

the personnel policies and procedures of businesses.

4) Provide a business with another source for recruiting prospective employees of unusual promise.

Moreover, Career Exposure had a direct relationship to a program called "Career Development" which focused on a sequential pattern that would influence the educational programs of all schools, K through 12, with close ties to the world of work.

The Career Exposure Program on a pilot basis, would have provided an initial experience that would have major implications for the implementation of "Career Development", which is scheduled to be fully operational by 1975.

Students became eligible for the Career Exposure Program at the end of their junior year in high school, after having participated in and completed all Prep Club requirements.

The Prep Club is a Metropolitan Washington Board of Trade sponsored program which is designed to familiarize students with basic requirements in applying for and preparing for employment (e.g. testing and interviewing techniques, dress and employee-supervisor relations) and types of employment available to high school graduates in the Metropolitan area.

The Prep Club was primarily the general orientation phase, while Career Exposure was the work experience and more specifically the Career Orientation phase.

Job placement was carried out by NCCJ based on the number of committments made by employers, and the interests and capabilities of the students. In order that NCCJ might systematically evaluate the participating student's performance and provide proper counseling and course reinforcement, records were maintained which indicated the student's strenghts and weaknesses in the following areas: quality of work, knowledge of work, initiative, relations with others, demonstrated ability to learn, personal characteristics, attendance and dependability. NCCJ staff members met regularly with students, supervisors, and school counselors to review these records and to take appropriate steps to either improve the program or assist the students, if required.

There seems to have been a large measure of student and employer satisfaction with the program. According to Leo Kramer, Inc. evaluation of the program, nearly 90 percent of the student respondents to a questionnaire indicated that they had enjoyed their jobs. Of equal importance in terms of the goals of the program, 72 percent of the students indicated that they had had a chance to observe other kinds of jobs in their placements and 61 percent indicated that they had been given the opportunity

to perform other jobs with their companies. Feedback was solicited from the employers, and in every case the overall performance of the students was judged satisfactory and praised the students for their conscientious performance.

During two years of operation, 135 high school students from Eastern and McKinley High Schools, and 19 businesses participated in the Career Exposure Program. Out of the 135 participating students, 61 were employed. These students worked 20 hours during the school year, and between 35 and 40 hours during the summer, winter and spring vacations. Students were paid the prevailing starting rate by each business, and worked in the fields of banking, retail, electronics, newspaper, utilities, and data processing.

These students' work weeks were divided between meaningful work experience, training, and exposure to the full range of career opportunity within each business.

Unfortunately, the Career Exposure Program has been forced to be suspended at the present time due to: 1) the lack of slot commitments on the part of the business community, and 2) our inability to effectively coordinate this program with other job programs that exist within the District of Columbia School System.

Consequently, there are too many job programs knocking on the same doors in the business community. In effect, this has created a negative impression in the business community. Without coordination of these programs in the schools, there is little possibility that effective cooperation can be found for this program in the business community.

The D. C. School System is now trying to coordinate all job programs through a single school official. If this happens, and if NCCJ can get the business community's support and slot commitments, we would endeavor to implement the program again.

NCCJ feels that the basic idea of the Career Exposure Program is both sound and important, and that it contains the seed of an important idea in the area of career education.

CONCLUSION

This Demonstration Project - "Into The Mainstream: Bridging The Gap Between Disadvantaged And Other Youth In The Metropolitan Washington Area" -- was based on the assumption that workable programs could be devised to meaningfully bridge the gap between youths isolated from each-other for economic or racial reasons, making it possible for them to move into the mainstream. NCCJ believed that these programs would make it possible for these participating youths to emerge with a better understanding of themselves, of the society in which they live, that effective lines of communication and cooperation, hitherto closed to them, could be opened, which could lead to a better life for them.

The "Student Leader - School Administrator" Program has brought about dramatic changes in the role of students in decision making in the City of Alexandria, Virginia; Fairfax County, Virginia; and Prince George's County Maryland. In these jurisdictions, as a result of this program, students can now turn to newly established and effective channels in expressing their views about their schools, rather than to turn to disruption, as has been the case in some other parts of the country.

While the Career Exposure Program had to be terminated prior to the end of the project because of problems described earlier in this report, it has provided invaluable lessons to the District of Columbia school system in shaping its Career Development Program.

"DIG-IT" - NCCJ's socio-drama program, also made possible by this grant, has helped hundreds of thousands of Washington area residents begin to understand racial problems in greater depth.

The Police-Youth Program, begun in the Deanwood-Kenilworth area as a result of this grant, has made it possible for police-youth hatred and conflict to be replaced by significant police-youth understanding and cooperation. Because of its obvious value, similiar police-youth programs have been undertaken in the East Capitol Street area of the District of Columbia, and in the City of Alexandria.

In short, the fundamental assumption on which this project was launched has proved to be valid. Thousands, hitherto blocked from the mainstream, now have either been given access to it in terms of real experience, or are in the mainstream, helping to improve conditions in their own schools, neighborhoods and communities.

But two more points should be added.

First, NCCJ has already obtained funds for the continuation of the valuable DIG-IT program. We are very hopeful that we will secure funding

for the continuation of the three police-youth projects, two of which were started with funds from this grant. Participating school systems are on their own continuing to carry forward the efforts we initiated in the Student Leader - School Administrator Program. We will continue to work closely with the District of Columbia school system on its Career Development Program, related so closely to NCCJ's Career Exposure Program. In short, the work begun under this grant, is continuing.

Secondly, NCCJ's Board of Directors has approved a five year plan which not only enphasizes the priority we must continue to give our work in the schools and in the field of police-community relations, but also makes it clear that having opened certain channels of communication, having made it possible for many youths to move into the mainstream, we must now concentrate on those institutional changes - in school systems, administration of justice systems, recreation departments, and employment practices -- which will make it possible for these young people to go through these new doors into real opportunities.

APPENDIX

PROBLEM CENSUS FINDINGS

		Rank Order
A.	The principal concern or complaint or "hang up" of these students related to their conviction that students and student governments must have a more significant role in school policies that concern students.	1
B.	School administrators must become more sensitive to the diversity of views among youth, and be willing to include representative youth in meetings on student police matters.	2
C.	In many cases, curricula need to be updated. A number of students, black as well as white, District as well as suburban, expressed a wish that Black History might be taught in their school, but is not at the present time. Further, in many cases, classes are too formal, and are not sufficiently related to current problems. Interest was expressed in a seminar approach in some courses.	3
D.	The increasing problem of drugs was cited by several.	4
E.	Students should be given the opportunity to evaluate their teachers, and these evaluations should be carefully considered by school administrators.	5
F.	Administration consorship of student newspapers is an important problem for some.	8
G.	Real concern was expressed about the fact that school systems have done little or nothing about fostering contacts between District of Columbia and suburban students, whereas they have much to learn from one another.	6
H.	Several expressed concerns about the nature of race relations within their own schools.	7

OTHER SERIOUS PROBLEMS:

Apathy or indifference as a result of the loss or lack of communication between students and the administration.

Very little support and concern fron the PTA. This body does not use student representatives to a great enough extent.

Participating School Systems: Alexandria, Virginia; Arlington County; District of Columbia; Fairfax County; Montgomery County; Prince George's County.

THE EVENING STAR FEBRUARY 27, 1970

NEW FAIRFAX PROGRAM

Toys, Pets to Aid Students

By JACK KNEECE
Star Staff Writer

Fairfax County has begun setting up a new program designed to help elementary school students learn by using special toy-like devices and live animals.

The program, outlined before the school board last night, will de-emphasize the verbal aspects of teaching and emphasize allowing students to make discoveries on their own.

Some 700 teachers are being trained to begin the program by next fall, with another 700 to be trained by the fall of 1971. The new approach now being tried in many of the nation's larger school systems, utilizes such devices as simple chemistry sets.

The board also approved a new student advisory group to allow more student involvement "in interpretation and formulation of school policy," and learned that its financial situation probably is not as severe as it had feared.

The board voted to establish a county student advisory council, an outgrowth of a seminar sponsored by the National Conference of Christians and Jews, which would allow students to be heard by the school board and become involved in policy-making. Each school would have representation on the council.

The board also was told that the loss of federal impact aid funds could be as little as $1.4 to $2.3 million, depending on what final action Congress takes on the HEW appropriations bill.

Original estimates had placed the loss at $4.5 million or more because of the many federal installations in the county.

Board member Jeffery O. Wellborn said the board should not slow down the school construction program as planned because of the fiscal squeeze.

Wellborn and another board member, Mary Anne Lecos, said inflation would nullify any advantage to be gained in a slowdown of school construction.

Wellborn said the board should seek funds in the short term bond market, if necessary, to maintain an adequate construction schedule.

Dr. Douglas Lapp, who joined the school system last month, will head the Elementary Science Study Program in which the new learning program will be used.

The program is the result of research and funding first begun by the National Science Foundation in the post-Sputnik era.

"The goal of the program is to enrich every child's understanding," said Lapp, "rather than to create scientific prodigies or direct all children toward scientific careers." Lapp said some of the teaching devices involved the use of live animals in which the children observed part or all of the animal's life cycle.

A Student on the School Board

THE WASHINGTON POST (Editorial)
FEBRUARY 7, 1972

Some see it as a logical bridging of the generation gap and others find it a chancy concession of adult responsibility, but the Fairfax County Board of Supervisors has decided to let a student serve as a member of the county school board. This month, the county Student Advisory Council, which has 100 student members elected at the county's 20 high schools, will select a representative to sit on the board with full voting rights until June 30.

At that time another student will be selected to serve the first full term, from July 1 to next June 30, receiving the same $3,000 salary as the ten adult members. It will be up to the student council to formulate a permanent plan for selecting student board members and to set qualifications for the post. The big question, of course, is how well the whole idea will turn out.

We confess to mixed emotions on the subject, for it remains to be seen how professionally a high school student can cope with the complexities of operating a 136,000-student system on which the county is spending $90.8 million in this current fiscal year—or 62.8 per cent of the county tax income. Obviously, the pressures on every serious board member can be great, the decisions close, and the demands for maturity imperative.

Indeed, in time, the job may prove more than a student will even want to handle in the way of extra homework. If on-the-scene advice is all that the adult members really want, this valuable input could come just as well, perhaps, from a nonvoting student delegate to the board. But the vote of the Supervisors—6 to 2—indicates that these elected officials were impressed with the testimony of students on methods of choosing their member, and on what the duties should be.

As the idea takes shape, the students themselves presumably will arrive at judgments about whether, for example, a 17-year-old should be chosen or whether an 18-year-old (who is now deemed mature enough to vote) is more capable. It may be, too, that it will prove more practical and sensible to limit the student-member's voting powers to questions directly involving the day-to-day operations that affect the quality of student life.

At any rate, the plan can hardly be dismissed as a token gesture. Rather, it is a tremendous challenge to the concerned youths of Fairfax County, to prove their ability to participate in the decisions heretofore reserved for their elders.

THE WASHINGTON POST NOVEMBER 24, 1970

Student Guidelines Proposed in Fairfax

By Kenneth Bredemeier
Washington Post Staff Writer

Fairfax County's 61,900 intermediate and high school students would be entitled to a hearing—possibly before a student advisory panel—before they can be suspended or expelled under a proposed list of student rights and responsibilities.

The suggested guidelines, to be aired at a school board public hearing on Dec. 10, also spell out the students' rights on freedom of expression and distribution of literature on school property.

About 8,000 copies of the 26-page proposal have been distributed to parents, teachers and students throughout the county in recent weeks.

Some students have criticized the report for what they say in toc much emphasis on the responsibilities with not enough on rights, according to school board member David J. Pattison.

Montgomery County's board of education years adopted a similar statement of student rights and responsibilities, while other proposals are being prepared in Arlington County and Alexandria. Prince George's County does not have a comprehensive student code, a spokesman said.

For the most part, Fairfax's proposal incorporates existing school board policy on a wide variety of issues affecting student life, such as extra-curricu-
of issues affecting student life, auch as extra-curricular ctivilar activities, dress and grooming and examinations.

As such, it reflects the nationwide trend to both greater definition of students rights and increased efforts by administrators and students to expand freedoms within the institutions.

However, the proposal includes new statements on disciplinary action, student expression, search and seizure of articles in student lockers and distribution of literature.

Pattison said disciplinary procedures currently are left almost entirely up to individual principals at Fairfax's 38 intermediate and high schools. Under the proposed guidelines, each school still would have considerable leeway in developing its own disciplinary steps.

However, students facing suspension or expulsion would be assured that a hearing would be held and the following information given them:

- Notification of the offense charged, a summary of the unfavorable evidence, and names of witnesses who will present that evidence.
- Notification that a third party, such as a lawyer, can represent them.
- Advice concerning the manner in which the hearing will be conducted, which would include an opportunity for the student to present testimony and cross-examine unfavorable witnesses.

Although the principal ultimately is responsible for suspensions or expulsions within his school, the report states that an advisory panel, possibly including students, may recommend action.

In other matters, the guidelines suggest that students "have the right to advocate change of any law, policy or regulation," but that freedom of expression that "threatens to disrupt the operation of the school or interferes with the rights of others" is prohibited.

The search and seizure provision permits school officials to examine lockers when it is believed the contents "threaten the safety, health or welfare of students."

Literature can be distributed on school grounds, the statement suggests, if it is not obscene, libelous or advocates racial, religious or national prejudices and violations of law.

FAIRFAX GLOBE MARCH 5, 1970

Advisory Council Approved by Board

Fairfax County School Board by unanimous vote has approved plans for formation of a Countywide Student Advisory Council.

Student representative David Hess, of Lee High School, who appeared by invitation of the Board following a student seminar sponsored last December by the National Council of Christians and Jews, outlined the details.

"The Council is envisioned as a means for students to be heard by the school administration and the School Board and to become involved in policy making," Hess said. "The Council would be available to work directly with the School Board and Superintendent."

As outlined, each of the system's four administrative areas would have a youth council. Each school delegation to the area council would select one member to serve on the Fairfax County Advisory Council.

The Board advised the staff on how to apply unallocated funds to new construction projects. About $43 million from the 1968 bond issue remains unallocated and the bonds unsold because of high interest rates.

Suggestions included: restudy of new school facility plans; consideration of building smaller elementary schools which could be enlarged later; defer building of at least one elementary school to conserve funds further and save this project until the next bond referendum; investigate with County officials funds to build new schools and move ahead with modernization programs at older facilities, possibility financed by short - term borrowing, reexamine the modernization concept that would incorporate major improvements within present plants and then add on classrooms.